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theory fell into the psychologist's, or rather the pedagogue's, fallacy from which the author labors in vain to deliver it.

Fortunately the educational doctrines and practice of the Herbartians are better than Herbart's psychological theory. The Herbartians have been quick to "interpret" apperception and interest in motor and social terms.

The author's short concluding chapter on "Interest versus Self-Realization" in which he defends the former, is one of the best in the book. The volume is entitled to a place in Herbartian bibliography.

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A Beginner's Book in Latin. By DAVID SAVILLE MUZZEY, PH.D. New York: Longmans, Green & Co., 1907. Pp. xii+241.

This is a book with merit enough to justify its existence in a field that has long been crowded. Its chief aim, in the words of its author, is "to fit the student to follow Caesar, to *accompany* Caesar, through his campaigns with the Helvetians, with Ariovistus, with the Belgians, and not lag far behind the baggage-train, as he does now." To this end the author has used not only a vocabulary that comes from Caesar, but sentences from the same source. "The book is quite frankly an introduction to Caesar."

Part I consists of seventy-two pages, in twenty-five chapters, wholly devoted to matters of inflection. Part II comprises some one hundred and twenty-five pages, in thirty-three chapters devoted to syntax. Part III, the rest of the book, contains a list of ten inductive exercises from Books I and II, of Caesar's *Commentaries*. These exercises are preceded by some excellent suggestions as to the use of a vocabulary, and some helpful hints to the student about to begin his translation of connected discourse.

One is warranted in thinking that both the learning and the teaching of inflections in the rapid succession in which Part I presents them must be a laborious process in which the student's interest would be likely to lag. The learner would, however, be saved from "the distressing presentiment" mentioned by the author, "that there is no end to Latin declensions and conjugations."

Part II seems to us especially well written. It provides for a constant review of inflections as found in Part I, it simplifies and systematizes matters of syntax to a degree undertaken by only a few of the best beginners' books; finally, it seems rational in requiring but a minimum of the students' time for the translation of English into Latin.

The book, though well bound, with a good quality of paper and readable type within, is almost severely plain. The author has inserted nothing to embellish the pages or "peptonize" the text, though to many teachers it will be a matter of regret that he has used no "pictures, colloquies, fables, or details of Roman morals and customs." To postpone these helps until the student is ready for Terence and Horace is to deny them to all but a small percentage of the students who begin the study of Latin.

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